

TITLE I – 101

part 1

Nebraska Department of Education

October 2012





Topics Covered in part 1

- Eligibility
- District Size Requirements
- Nonpublic Schools
- Options for Title I Services
 - Targeted
 - Schoolwide
- Preschool
- Parent Involvement
- Materials & Equipment
- Records Retention
- Comparability
- Annual Participation Report
- Title I Application
- Waivers to Exceed Carryover
- Title I Contacts



Title I, Part A of NCLB

- Reauthorization of the Elementary and Secondary Act of 1965
- 670 page law provides funding to LEA (Local Educational Agencies)
- Funds distributed using poverty data
- Was scheduled for reauthorization in 2008
 - Still waiting



District Eligibility

- 10 low-income students that represent at least 2% of population
- Four different grants – Basic, Concentration, Targeted and EFIG (educational finance incentive grants)
- Districts located in a community having a census >20,000 are determined by USDE
- Remaining districts use free lunch and census data



Building Eligibility

- Poverty data of public and nonpublic students
 - Use common form of data
 - Free and reduced lunch eligibility
 - Count ALL students – public and nonpublic
 - Count option enrollment students and drop-outs
 - Count each student only once
 - Last Friday and January is the date for the Omaha Area Learning Community to collect this data
- ❖ **Must** serve buildings with poverty of 75% or greater



Districts with More than 1,000 Students

- Rank order by District or Grade-Span
 - GMS does this for you
- Serve buildings $\geq 35\%$ poverty OR \geq District poverty OR \geq Grade-span poverty
 - Can serve buildings with poverty $< 35\%$, but must follow the 125% rule (GMS calculates this)
- Building allocation is based on Per Pupil Amounts (PPA)
 - Distribute equally OR higher PPA in higher poverty buildings



Grandfathering

- A building that received Title I services during the previous school year and is not eligible for the current school year may be “Grandfathered” for one year.



Districts with Fewer than 1,000 Students

- Needs assessment for ALL students
- District decides which buildings are to receive Title I services
- Services are to be offered to the students who are most at risk—even if the building did not receive services previously



Nonpublic Schools

- Nonpublic students must reside in a Title I eligible public school attendance area
 - May be attending a nonpublic school in another district
- Annual Consultation
- Nonpublic School must agree to services
- Low-income nonpublic students to generate funds for services
 - Other students residing in the public school attendance center may be eligible for Title I services
- Must be academically eligible



Nonpublic Consultation

- Responsibility of public school
- Needs to be ongoing
- Identify needs of eligible students
- Decide how, where, when, and by whom services will be provided



Nonpublic Consultation cont.

- Determine how nonpublic school participants will be evaluated
- Size and scope of equitable services
- Method for determining number of low-income families residing in participating public school attendance areas
 - Surveys if no hot lunch program
- Services to be provided to teachers and families of nonpublic participants



Title I and Nonpublic

- Title I funds follow the low-income students
 - District must budget the allocation generated by low income private school children who reside in participating public school attendance areas
- Program evaluation every year based on student performance



Two Options for Title I Services

- Targeted Assistance Program
- Schoolwide Projects



Targeted Assistance

- Needs Assessment - *Include ALL children in this process*
 - Use multiple sources of objective data
 - Preschool – 2nd grade use teachers, parents and developmentally appropriate measures
 - Standardized tests can be included beginning in grade 3
 - Automatically eligible students are offered services if needed (neglected/delinquent, homeless, and former Head Start students)
- Based on eligible students, determine services to be provided to help them meet Standards



Targeted Assistance cont.

- Parents notified of child's eligibility to participate in services
- Documentation supports absence of services (e.g. Parent refusal for services)
- Procedures for entering/exiting program
- Supplement not supplant



Enrollment

- If an eligible student is assigned, by the school district, to an attendance center other than where s/he lives, the student is considered a resident and can receive services in a Targeted Assistance Program
- If a parent makes that decision, the student is not considered a resident of that attendance center and should not be served



Targeted Assistance

- Staff, materials, equipment funded by Title I used only for Title I participants
- Services must be coordinated and integrated with
 - Regular classroom
 - Other agencies providing services
 - Other federal, state, and local programs



Title I Funded Staff

- Supervisory duties similar to other staff
- If substituting in a regular classroom, the district must pay for that time
- If paid from federal funds, *time and effort logs* are required



Time and Effort

- Semi-annual certification if paid from 1 federal award or working on a single cost objective
- Monthly certification if paid from multiple cost objectives
 - More than one federal award
 - A federal award and a non federal award
 - An indirect cost activity and a direct cost activity
 - Two or more indirect cost activities which are allocated using different allocation bases; or
 - An unallowable activity and a direct or indirect cost activity



Semi-Annual Certification
Activity Report for Employees Coded to a Federal Grant
School Year 20__ - __

_____ **Public Schools**

Title IA Funding (____%) and _____ Funding (____%)

For the 1st Semester 20__ - __ School Year

I certify that the employee listed below worked 100% of their time on a single federal award or cost objective.

Employee Name	Employee Title

Employee Signature

Date

Supervisory Signature

Date



SAMPLE



Schoolwide Eligibility

- Eligible if building poverty $\geq 40\%$
- Inform parents of option to have a schoolwide project
- Submit intent to develop a schoolwide plan by November 1st
- School continues to operate as a Targeted Assistance School (TAS) while developing schoolwide (SW) plan.



Schoolwide Planning

- Plan must include required components
 - Comprehensive needs assessment
 - Effective teaching strategies for raising student achievement
 - Instruction by highly qualified teachers
 - High quality, continuous professional development
 - Meaningful involvement of parents and community in planning and implementation
 - Include students if a high school plan
 - Transition
 - Provide additional assistance to struggling students



Schoolwide Peer Review & Self Review

- Buildings will submit a complete Schoolwide plan every 3 years to be Peer Reviewed (due April 1st)
 - Typically this will occur in the year prior to District's NCLB Monitoring
 - ie. School will participate in SW Peer Review in April 2013 (Year 1 of Cycle), then have NCLB monitoring in 2013-14 (Year 2 of Cycle)
- Schoolwide plan is self-reviewed & revised as necessary the two years not participating in Peer review
 - Summary Score sheet due to NDE May 1st is sent as evidence of the self-review



Preschool

- Section 1115, Title I, children from birth to the age that the LEA provides a free public education may receive preschool services.
- Notify parents of all 4-year olds within designated attendance area
- Must follow Rule 11 requirements
- Complete sections of NCLB Consolidated Application
 - All children in attendance area of a schoolwide program are eligible for preschool services
 - Type of program (District-wide, Title I only, co-funded, etc.) and sources of funding



Preschool cont.

- Location of preschool
 - Program objectives
 - Process for identifying eligible children
 - Who is invited to screening and how are they notified?
 - Class schedule (Minimum of 12 hours per week)
 - Parent Involvement
 - Any coordination of Services
 - Staff development
 - Transition plan
 - Evaluation process
-
- Title I Preschool Guidance:
(<http://www2.ed.gov/policy/elsec/guid/preschoolguidance.doc>)



Parent Involvement Requirements

- Parent Policy
 - District
 - School
 - May be one policy if requirements of both are included
- School/Parent Compacts
- Annual meeting(s) at convenient time(s)
- Information provided to parents in language they can understand



Parent Involvement Requirements cont.

- Parent notification
 - Can request qualifications of their children's teachers
 - If their child will have a substitute teacher for 4 or more weeks
- If allocation is >\$500,000, 1% reservation for parent involvement activities



Title I Parent Involvement Policy

- Develop a common parent policy that establishes expectations for parent involvement and...
 - Involves parents in developing the plan.
 - Plans effective parental involvement activities.
 - Builds capacity for strong parental involvement.
 - Coordinates and integrates parental involvement strategies with other programs.
 - Conducts, with the involvement of parents, an annual evaluation of content and effectiveness of parental involvement policy.
 - Involves parents in activities.



Parent Compacts

- Must be jointly developed with parents and children served under Title I, Part A and must describe...
 - The school's responsibility to provide high-quality curriculum and instruction.
 - Ways in which parents will be responsible for supporting their children's learning.
 - The importance of communication between teachers and parents on an ongoing basis.



Materials and Equipment . . .

- ...previously purchased with Title I funds will continue to be used by Title I students participating in the Title I program.
- If a building is no longer eligible to receive Title I services, the equipment/materials must be moved to an eligible Title I building
- District will maintain one inventory of equipment purchased with Title IA funds. This includes deleting items once properly disposed of.



Records Retention

- Section 80.42 of EDGAR
(Education Department General Administrative Regulations)
- Six years will cover in most lengthy scenario.
- All financial records and supporting documentation
- All application, reports, and documentation
- Eligibility for school lunch program



Comparability

- New in 2012-13 – Completed in House
 - If not comparable then will need to do old way
- Title I requirement to ensure that a district is providing comparable resources to Title I and non-Title I buildings
 - More than one building in a grade span with 100 or more students
 - Report data for each grade span that has a Title I building



Comparability cont.

- Students/Instructional Staff Ratio
OR
- Students/Instructional Staff Salary Expenditures
 - Student/Staff Ratio will be done in house using NSSRS data
 - Staff/pupil ratio in buildings served must be 10% or less than the ratio in non-Title I buildings served in each grade span
 - Not being comparable – means reduction of district's allocation
 - Due on November 15th for the 2012-13 school year
 - A more detailed presentation on comparability later today.



Annual Participation Report (APR)

- APR Information is collected on the portal located in the CDC section (Consolidated Data Collection)
- There are 4 sections for Title I APR
 - Targeted & Schoolwide
 - Title I A Funded Staff
 - Neglected & Delinquent
 - Homeless
- Due June 30th



Title I Application

- ESEA/NCLB Consolidated Application
 - In the Grants Management System (GMS) accessed through the portal
- Cooperative Projects through an ESU or single district application
- Use Title I funds to meet the Goals and Needs of the district
- Presentation on the ESEA/NCLB application available on website
(http://www.education.ne.gov/federalprograms/ESEA_NCLB%20Updates.html)



Allowable Expenses

- Expenses that support the TAS or SW program
- Paying staff is strongly encouraged
- Refer to the NDE Grant Management Guidance (<http://www.education.ne.gov/gms2/index.html>)
- Refer to OMB Circular A-87 (http://www.whitehouse.gov/omb/circulars_a087_2004/)



Sampling of items NOT reasonable & necessary

- Prizes and/or cash awards
- Costs associated with Entertainment
- Cake, balloons, crowns, candy, t-shirts, dog tags, hats, bracelets, leis, rings, tattoos, soda pop, trinkets, etc.
- Conference attendance that doesn't support Title I program
- Prepaid gift/cash cards – i.e. Amazon, I-tunes, Wal-Mart, convenience stores, etc.
- Door Prizes
- Parent Involvement activities that don't actually involve the parents. i.e. award ceremonies, celebrations ~ they must be involved/participating not simply in the audience.



NDE Always Needs Supporting Documentation When:

- Submitting credit card or procurement charges
- Using vendors that supply items such as toys and trinkets that would be considered non-educational
- Reimbursement to individuals
- Reimbursement for Parental Involvement Activities and/or food
- Travel expenditures
- Petty-cash purchases



NDE Always Needs Supporting Documentation When:

- Food purchases are made (be specific as to what the purchase is for—i.e. after school tutoring, parent involvement meeting, etc.)
- Purchasing computers or other items considered *Small & Attractive* (must be listed on Capital Outlay/Equipment: Operational Equipment page)
- Payments are made to a school building



Waivers to Exceed Carryover Limit

- Must submit to NDE Title I office a written request including reason for exceeding carryover and justification for request
- Available once every 3 years
- *If the reason for excess carryover is due to 2010-11 ARRA funding, there is a box that can be checked on the Final Request for Reimbursement*

TITLE I – 101

part 2

Nebraska Department of Education

October 2012





Topics Covered in part 2

- School Improvement
- Accountability in NCLB
- AYP
- District Report Cards
- Reporting Progress to Parents
- NCLB Qualified Teachers
 - Professional Development
 - Para Professional Requirements
- Homeless
- Local Neglected and Delinquent
- Title I and ELL
- Monitoring
- Effective Teaching Strategies
- NSSRS Reporting
- Title I Contacts



Accountability in NCLB

- Adequate Yearly Progress (AYP) based on student performance on NeSA assessments
- Annual measure of progress against State Goals established by NCLB requirements
 - 9 groups: all students, race/ethnicity (5), low-income, special education students, English Language Learners
 - All groups must meet State Goals to have made AYP



AYP

- Applies to all schools and districts in the State but consequences (School Improvement) only apply to Title I schools
 - Complex formula – see guidance on NDE homepage under assessments or from a link on the State of the Schools Report
- Identified for School Improvement if not making AYP for two consecutive years in same subject and same grade levels



AYP Status

- Federal Accountability Status is on the State of the Schools Report
- Must notify parents if in School Improvement 14 days before the start of the school year
- NDE will provide guidance and technical support



School Improvement

- BUILDING

- A building remains in School Improvement until meeting AYP requirements for 2 consecutive years in the area (Reading, Math, or Other Academic Indicator) that caused the Needs Improvement identification
- ALL school improvement requirements would continue (i.e. Public School Choice, SES, etc)



School Improvement

- DISTRICT
 - A district is identified for Title I school improvement if all grade spans do not meet the AYP goals in the same subject area for 2 consecutive year.



Title I Consequences

for Buildings

- 1st year of School Improvement: must offer public school choice
- 2nd year of School Improvement: must offer Supplemental Educational Services (SES) or tutoring by an approved provider
- Additional funds (Accountability) are provided to each building in School Improvement



District Report Cards

- Provided to parents and community
- School profiles with assessment results
- Disaggregated by NCLB required groups with minimum groups size for AYP
- Teacher quality
 - percentage of highly qualified
 - percentage of classes not taught by highly qualified
- Includes information about each school in the district
- Most recent 2-year trend data in achievement for each subject and grade



District Report Cards cont.

- **ACCOUNTABILITY DATA**
 - AYP (Adequate Yearly Progress) Determinations
 - District & Building
 - Disaggregate data by subgroups in
 - Reading
 - Math
 - High school graduation rates
 - Writing results for grades 4 & 8
 - List any schools identified for Title I school improvement
 - Information should be provided in a language parents understand



Reporting Individual Student Progress to Parents

- Individual progress report for ALL students in a building having a Title I program
- Performance on the state standards
 - This information can be provided through NeSA parent reports
- Share in a timely manner, in an understandable language & format , and to the extent practicable



NCLB Qualified Teachers

- Must be assigned to teach in the area in which they hold an endorsement, OR
- Must complete a HOUSSE (High Objective Uniform Standard State Evaluation) to demonstrate content knowledge in the subject area
- All schools and districts must have 100% of teachers NCLB qualified
 - This includes Summer School Staff
- Annual attestation by building principal
 - All teachers in building meet NCLB Qualified Teacher requirements
 - Attestation form available on Title I website



SAMPLE

ATTESTATION

I hereby attest that (*Name of School Building*)

1. ☐ is

2. ☐ is not yet

in compliance with requirement number 1, newly hired teachers, of Section 1119 of the No Child Left Behind Act of 2001.

•Requirement #1; Newly Hired Teachers: Each teacher hired after the first day of the 2002 - 2003 school year and teaching in a program supported with Title I, Part A funds must be "highly qualified," as defined in our state.

I hereby attest that (*Name of School Building*)

1. ☐ is

2. ☐ is not yet

in compliance with requirement number 2, existing teachers, of Section 1119 of the No Child Left Behind Act of 2001.

•Requirement #2; Existing Teachers: By the end of the 2005 - 2006 school year (REAP eligible schools have until the end of 2006-07 school year), all teachers hired on or before the first day of the 2002 - 03 school year in our district must be highly qualified.

I hereby attest that (*Name of School Building*)

1. ☐ is

2. ☐ is not yet

in compliance with requirement number 3, ALL paraprofessionals, of Section 1119 of the No Child Left Behind Act of 2001.

•Requirement #3; ALL paraprofessionals: Prior to the beginning of the 2006-07 school year, all Title I paraprofessionals must have a high school diploma or equivalent and one of the following:

- Two years of higher education (48 semester hours or equivalent)
- An associate's degree; or
- A passing score on our state's paraprofessional assessment

I hereby attest that (*Name of School Building*)

1. ☐ is

2. ☐ is not yet

in compliance with requirement number 4, paraprofessional duties, of Section 1119 of the No Child Left Behind Act of 2001.

•Requirement #4; Paraprofessional Duties: Title I paraprofessionals may not perform classroom instruction unless supervised by a qualified teacher and may not perform more non-educational duties (like hall monitoring) than non-Title I paraprofessionals do.

Signature: _____

Printed Name: _____

Date: _____



Professional Development

- Sufficient resources devoted to carrying out professional development activities
- Must assist teachers to become NCLB qualified, if needed
- Professional development funds set aside for district-wide use must include both public and, where appropriate, nonpublic teachers



Paraprofessional Requirements

- New in 2012-13

ALL Instructional Paraprofessionals need to be reported on the NSSRS

- | | |
|-----------------------------------|--------|
| • District Funded | O-5160 |
| • Federally Funded in SW building | F-5160 |
| • Title I funded in TA building | 2-5160 |
| • Special Education | S-5160 |
| • ESL/LEP Federally funded | E-5160 |
| • Early Childhood District funded | P-5160 |
| • Early Childhood Title I funded | T-5160 |
| • Early Childhood Special Ed | 7-5160 |

- Only those in Schoolwide buildings or are paid with Federal Funds in a Targeted Assistance must be Highly Qualified



Title I Schoolwide or Title I funded Paraprofessional Requirements

- Need to be qualified prior to the first day of working with students
- Instructional paras funded by Title I or serving in a schoolwide project
 - Must have a H.S. Diploma or GED and either
 - An Associate Degree
 - Complete a minimum of 48 semester credit hours at an accredited college
 - Pass one of the four state approved assessments:
 - Para Pro – from ETS
 - WorkKeys – from ACT
 - Para Educator – from Master Teacher
 - Project Para – from UNL – *(pass the 6 tests for Title I only)*



Do NOT Include Paraprofessionals Whose *Only* Responsibilities Include

- Assisting with lunchroom
- Transportation
- Working in the Office
- Working in the Health Office
- Computer technicians
- Family service coordination
- Serving as a translator
- Security/Entrance monitor



Homeless Students

- Automatically eligible for Title I services even if not attending a Title I school
- District may set aside Title I funds to provide services if they have identified any homeless students.
- School district Homeless Education Liaison is required by law to identify students in homeless situations.



District Requirements

- Report number of homeless in NCLB Consolidated Application
 - As reported in the NSSRS
- Include in all NeSA/AYP assessments and reports
- Designated Liaison – report in the NCLB Consolidated Application
 - Superintendent unless otherwise noted



School Policies and Homeless Students

- School districts must review, revise, and if necessary, develop policies to remove barriers to the immediate enrollment and regular attendance in school, of children and youth in homeless situations.
- Rule 19



McKinney-Vento Grants

- Competitive grant funds to serve homeless students
- 2012-13 district application process has been completed online through GMS.
- Title IA Match
- Current grant recipients: Crete, Fremont, Grand Island, Hastings, Kearney, Lexington, Lincoln, Omaha, Papillion-LaVista, Scottsbluff, and Westside.



Local Neglected & Delinquent

- Annual Caseload Counts-district receives forms from NDE to send to the facilities
- District needs to be sure the data is correct on the facility count forms by checking directions regarding the eligible ages for the annual count of students
- Counts are based on a 30 consecutive day period with one of those days being in October
- Return the count forms to Title I office by December 15th
- Completely answer the questions on the Title I A application section regarding how the reserved neglected funds will be used for supplemental services for the students living in the facilities or transitioning back to the district
- Response should address where the students are attending school while in the facility



TITLE I AND ELL

- Federal funds can't provide the *only* language instruction services
 - Title I services MUST be supplemental
- Parents must be informed within 30 days if their child(ren) will be placed in ELL program
- Title I requires an English language Proficiency Assessment
 - ELDA



MONITORING

- Consolidated monitoring of the ESEA/NCLB Consolidated Application
 - Three-year cycle
- Monitoring schedule is posted on Federal Programs website
- Reviewer will contact districts to arrange monitoring time and date



EFFECTIVE TEACHING STRATEGIES

- Extended learning time
 - Before school
 - After school
 - Summer
- Accelerated, high quality curriculum
- Minimize removal of students from classroom



- NSSRS -

Nebraska Student Staff

Record System

- Data from this system is used for
 - Comparability Reports
 - Checking Paraprofessional Qualifications
 - Federal Reports throughout the year
 - End of the year audits . . .
- Staff Reporting is due September 15th
 - Corrections accepted until October 31st
- Student Reporting is due October 15th
 - Corrections accepted until October 31st



Grant Management Guidance

- NDE State and Federal Grant Management Requirements and Guidance is currently being updated
(http://www.education.ne.gov/gms2/pdf/GMS_Guidance_October_2010.pdf)
- The purpose of this guidance is to provide:
 - Information on policies governing grants awarded by NDE (some exclusions apply)
 - To communicate the procedures & guidelines
 - To ensure sound accounting practices
 - To provide consistency throughout NDE in the administration of all State & Federal Grants



NCLB Updates

- U.S. Department of Education
 - (<http://www2.ed.gov/policy/elsec/guid/edpicks.jhtml>)
- Nebraska Department of Education
 - NDE homepage (<http://www.education.ne.gov/>)
 - Located on the Federal Programs Website
 - (<http://www.education.ne.gov/federalprograms/Index.html>)
 - Update Information
 - Taped Webinars and Telecasts

2012-13 ESEA/NCLB Reviewer & Title I Consultant Assignments

<u>ESU</u>	<u>ESEA/NCLB Reviewer</u>	<u>Title I Consultant</u>
1	Nancy Rowch	Randy McIntyre
2	Pat Frost	Pat Frost
3	Beth Zillig	Beth Zillig
4	Roger Reikofski	Roger Reikofski
5	Pat Frost	Pat Frost
6	Roger Reikofski	Roger Reikofski
7	Pat Frost	Pat Frost
8	Roger Reikofski	Roger Reikofski
9	Cathy Mohnike	Cathy Mohnike
10	Cathy Mohnike	Cathy Mohnike
11	Jan Handa	Beth Zillig
13	Mike Kissler	Randy McIntyre
15	Pat Frost	Pat Frost
16	Cathy Mohnike	Cathy Mohnike
17	Randy McIntyre	Randy McIntyre
18	Roger Reikofski	Roger Reikofski
19	Beth Zillig	Beth Zillig



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